




# The Impact of the Implementation of the Independent Curriculum on PAI Learning at SD Negeri 10 Lebong

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## Abstract

Since the Independent Curriculum is a new curriculum that is currently being implemented, more research is required to determine how it affects PAI learning in elementary schools. The purpose of this study is to investigate how PAI learning at SD N 10 Lebong has been affected by the adoption of the Independent Curriculum. The research subject for this study is the principal and PAI teacher at SD N 10 Lebong, and it employs a descriptive qualitative methodology. Utilizing interviews, documentation, and observational data collection. The study's findings demonstrate that the initial installation of the Independent Curriculum at SDN 10 Lebong was successful in fostering a more vibrant and welcoming classroom. The flexibility provided by this curriculum allows teachers to adopt a variety of innovative teaching methods, such as the use of technology and project-based learning. Second, the students' enthusiasm and drive to master PAI courses has significantly improved after SDN 10 Lebong adopted the Independent Curriculum. Thus, it can be concluded that there is a flexibility of the curriculum that allows teachers to adopt more creative and interactive teaching methods, increasing student engagement and enthusiasm in learning.

## A. Introduction

Islamic Religious Education (PAI) plays a significant role in helping primary school pupils develop their moral fiber and character. An adaptive and contextual PAI curriculum is required in the age of globalization and rapid technological advancement in order to increase the effectiveness and significance of PAI instruction for students in primary schools (Kulsum & Muhid, 2022). The Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) introduced the Independent Curriculum in 2021, which is a welcome change for Indonesian education (Juraidah & Hartoyo, 2022). This curriculum provides flexibility for schools to develop a curriculum that is in accordance with the context and learning needs of students. This opens up opportunities for schools to design more innovative and student-centered PAI learning (Sari et al., 2024).

According to the findings of this study, which were based on earlier research by Arin Tentrem Mawati, Hanafiah, and Opan Arifudin titled "Research on the impact of educational curriculum changes on elementary school students," the Independent Curriculum was implemented in a number of Driving Schools with great success in the first year and was expanded to many more this year. The proper methodology for implementing the Independent Curriculum is still being developed by some schools. This description indicates that the Independent Curriculum is better implemented and more in line with the educational

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culture following study. However, policymakers and educators must take into account a number of factors in order to properly implement the Independent Curriculum and enhance the 2013 Curriculum in elementary school instruction (Mawati et al., 2023). According to earlier studies, using the Independent Curriculum in Driving Schools produced positive outcomes in the first year and is now being used in numerous schools. The study hasn't, however, particularly addressed how the Independent Curriculum's implementation has affected elementary school students' understanding of Islamic Religious Education (PAI). The impact of this curriculum on PAI subjects in the elementary school setting, particularly in institutions like SD N 10 Lebong, is therefore lacking.

Analyzing the Effects of the Independent Learning Independent Campus (MBKM) Curriculum Policy on Higher Education is the title of a study carried out by Ari Irawan and Henny Suharyati : Literature Review The results in this study explain that there are 16 obstacles to the implementation of the MBKM curriculum, especially those faced by the study program, the impact of the MBKM curriculum In order to improve graduate success competency, all researchers concur that it is highly advantageous for students to be able to build their personal abilities in the form of hard and soft skills as well as learning experiences outside of school (Irawan & Suharyati, 2023) Prior studies that examined the effects of implementing the Independent Learning Curriculum (MBKM) in higher education discovered that, despite its many advantages, there are sixteen barriers to its adoption. The Independent Curriculum's implementation at the basic education level, particularly in relation to its effect on PAI learning, is not examined in this study. This demonstrates the lack of evidence on the effects of the Independent Curriculum on elementary school learning, particularly when it comes to PAI education.

The findings of a study by Dian Eriza Yufani, Mawan Akhir Riwanto, and Urip Umayah titled "Research on the influence of the independent curriculum on the quality of learning of elementary school students" demonstrate that curriculum modifications can affect educational quality in both positive and negative ways. The benefit is that kids can learn by following the advancements of the more modern era. On the other hand, the rapid curriculum changes have a detrimental effect by causing new issues including falling student achievement. However, in order to properly implement the Independent Curriculum and enhance the 2013 Curriculum in elementary school education, policymakers and educators must take into account a number of factors (Dian Eriza Yufani, Mawar Akhir Riwanto, 2023). This earlier study demonstrated that curriculum modifications can affect primary school education in both positive and negative ways, but it did not go into detail on how the Independent Curriculum affected the caliber of PAI learning. Additionally, this study does not examine the specifics of the Independent Curriculum's implementation in some schools, including SD N 10 Lebong, leaving a gap in our understanding of the curriculum's effects on PAI learning in these institutions.

However, no research has specifically examined the effects of the Independent Curriculum on PAI learning at SD N 10 Lebong, despite the fact that prior studies have examined the impact of the curriculum's implementation at the elementary school and tertiary levels as well as its impact on the quality of learning generally. Consequently, by examining the effects of the Independent Curriculum's implementation on PAI learning in elementary schools, this study will close the gaps and offer more in-depth and contextual understanding of how this new curriculum is applied and influences PAI learning.

Since the school year 2022–2023, SD N 10 Lebong, one of the elementary schools in Lebong Regency, Bengkulu Province, has been using the Independent Curriculum. Significant improvements have been made to PAI learning in schools as a result of the implementation of this curriculum, especially in the areas of subject matter, assessment, and teaching strategies. Examining how the Independent Curriculum has affected PAI learning at SD N 10 Lebong is the goal of this study. It is anticipated that this study will give a general overview of how well the Independent Curriculum enhances the caliber of PAI instruction in elementary schools and offer suggestions for future PAI curriculum development.

Further research on the Independent Curriculum's effects on PAI learning in primary schools is required because it is a new curriculum that is still being implemented (Saputri et al., 2024) Since SD N 10 Lebong is among the primary schools that have adopted the Independent Curriculum, this study can offer a tangible image of how the curriculum is being applied in classrooms. It is anticipated that this research will aid in the future development of the PAI curriculum, particularly when the Independent Curriculum is being implemented.

## B. Research Methods

The descriptive qualitative approach, which is a method of gathering data in the natural environment with

the goal of analyzing the events that occur there, is used in this study, which falls under the field research category. The researcher employed both primary and secondary sources for this investigation. Primary sources come from observations, interviews, or other methods conducted directly. Secondary sources come from data such as photos, videos, and other supporting data. PAI teachers of SD N 10 Lebong are the subjects of this research. In this study, observations, interviews, and documentation were used to collect data. However, the data analysis method includes data reduction, presentation, and conclusion drawn.

The data used in this study came from observations, interviews, and documentation. Techniques for data analysis include presenting, verifying, and reducing data. The offender utilizes the triangulation approach to scrape the data after the data gathering method is finished, and the data is then decreased. According to researchers, this conclusion is a research finding. The data validity verification method comprises three forms of triangulation: source, data, and time.

### C. Result and Discussion

#### SD N 10 Lebong's adoption of the Independent Curriculum using the PAI learning approach

The PAI learning strategies used in the classroom were more dynamic and varied than previously, according to observations made there. In order to engage students and make the material more dynamic, educators are utilizing technology, such as instructional videos and applications. Group discussions and project activities that promote cooperation and critical thinking are seen to increase students' engagement and activity in the learning process. According to the findings of the principal and PAI teachers' interviews:

- The Independent Curriculum's introduction, according to the principal of SDN 10 Lebong, has allowed instructors more freedom to select instructional strategies that best meet the requirements of their pupils. Students are more engaged when teachers are more inspired and innovative in their instruction.
- PAI teachers stated that the Independent Curriculum allows them to be more free to try various new approaches, such as project-based learning and the use of interactive technology. This makes PAI lessons more interesting and relevant for students.

The Independent Curriculum has been successfully implemented in SDN 10 Lebong, resulting in a more vibrant and welcoming learning environment. Because of the flexibility this curriculum offers, educators can implement a range of cutting-edge teaching strategies, including project-based learning and the use of technology. Students' increased motivation and involvement in learning PAI is evidence of the impact. Support from supervisors and administrators is crucial for enabling educators to keep growing and innovating. SDN 10 Lebong's PAI education could be improved with the help of the Independent Curriculum if it is implemented properly. There are various steps involved in implementing the Independent Curriculum in PAI in elementary schools, including developing the fundamental framework of the curriculum, creating documentation, organizing learning and assessment, and organizing a project to improve the Pancasila student profile (P5). To gather TP, ATP, and learning modules, PAI SD teachers actively participate in workshop activities and focus group discussions (Noor et al., 2023).

Examining the core values of the Pancasila Student Profile—noble morality, global variety, critical thinking, mutual collaboration, independence, and creativity—has helped develop the curriculum for autonomous learning. The implementation, assessment, and implementation plan is the first step in the process. Prior to implementation, the planning process entails deciding on the independent curriculum designs and attending workshops on the curriculum. Then comes the implementation process, which is followed by an evaluation process that is conducted in compliance with relevant regulations. The challenge in implementing the independent curriculum is that it is still too early and, on average, is still using K13, which means that the curriculum is still being followed up on in the preparation and improvement process. Then, in order for the autonomous learning curriculum to be applied correctly, it must be socialized as thoroughly and as thoroughly as feasible (Yunita et al., 2023).

Increasing instructors' and students' creativity as well as their excitement and engagement in the learning process is the result of the successful implementation of the Independent Curriculum in PAI in primary schools. However, several obstacles are also faced, such as the lack of human resources and learning tools that must be prepared by teachers who teach across classes (Fauzi, 2023) application of the curriculum for individual learning. First, teachers play a role as community drivers, second, teachers as agents of change, third, teachers create a forum for discussion and collaboration, fourth, teachers create fun learning, fifth, teachers are obliged to develop themselves through seminars, sixth, teachers become motivators in the classroom (Jannati et al., 2023).

The findings of the study on the Independent Curriculum's implementation at SDN 10 Lebong demonstrate that this strategy significantly improves the Islamic Religious Education (PAI) teaching methodology. Interviews with principals and PAI teachers, as well as observations in the classroom, revealed that the flexibility provided by the Independent Curriculum has increased teachers' motivation and creativity in teaching. PAI teachers feel more free to adopt new approaches such as project-based learning and the use of interactive technology, which makes lessons more engaging and relevant for students. Students are more engaged and active in the learning process, according to observations, and the teaching strategies used are more dynamic and diverse. Students' interest and comprehension of the subject matter have increased because to the usage of technology, such as instructional videos and applications. Additionally, teachers are better able to respond to the unique needs of each student, which enhances the caliber of instruction and learning results. With the strong support of administrators and supervisors who promote creativity and ongoing professional development among PAI instructors, the Independent Curriculum's adoption at SDN 10 Lebong has resulted in a more dynamic and inclusive learning environment overall.

### **The Effect of the Independent Curriculum's Implementation on Students' Motivation and Interest in PAI Subjects at SD N 10 Lebong**

The findings of observations made in the classroom indicate that student involvement and behavior have improved. Students were seen to be more active in asking questions, discussing, and working together in group activities. The use of technological media such as learning videos and interactive applications makes students more focused and interested in the material presented. Students appeared more eager to finish the assigned project activities, indicating that project-based learning was also successful in raising student engagement. Considering the findings of the principal and PAI teachers' interviews:

- Students' enthusiasm and motivation to learn significantly increased following the adoption of the Independent Curriculum, according to the principal of SDN 10 Lebong. He underlined that kids now find learning to be more engaging thanks to a more adaptable and student-centered approach.
- PAI teachers revealed that more varied teaching methods and the use of interactive technology have succeeded in attracting students' interest. They were more enthusiastic about attending lessons and showed an increase in active participation during class. Teachers also note that the project-based learning approach and group activities make students more engaged and motivated to learn.

Students' desire and interest in learning PAI subjects have significantly increased after SDN 10 Lebong implemented the Independent Curriculum. The curriculum's flexibility enables educators to use more innovative and dynamic teaching strategies, which boosts students' interest and passion for learning. Students find studying more interesting and relevant when technology and project-based learning are used, and this boosts their motivation. Successful implementation of this curriculum depends on the support of administrators and educators who are dedicated to creating cutting-edge teaching strategies. All things considered, the Independent Curriculum has been successful in establishing a more lively and enjoyable learning environment, which motivates students to be more engaged and active in their PAI studies.

The use of the Independent Curriculum in PAI in primary schools boosts students' and teachers' creativity as well as their excitement and engagement in the classroom. Additionally, PAI elementary school teachers become more enthusiastic about growing their own abilities (Yunita & Achadi, 2024). Students' enthusiasm and interest in studying are raised when the Independent Curriculum in PAI is implemented in primary schools. In order to provide TP, ATP, and more creative and engaging learning modules for students, PAI SD teachers actively participate in workshops and focus group discussions (Akhyar, Muaddyli; Nelwati, 2023). By raising student participation in the learning process and improving the quality of instruction, the Independent Curriculum in PAI in primary schools raises students' motivation and interest in learning. Additionally, PAI elementary school teachers enhance their capacity to provide engaging and pertinent resources for children (Arwitaningsih et al., 2023).

A population study is conducted using a questionnaire that was given to 70 respondents. According to the results, the Independent Curriculum (X) variable is part of the category that has already been implemented and does not require re-evaluation. The learning motivation variable (Y) falls into a good category. Simultaneously, the positive regression equation demonstrates how the Independent Curriculum's implementation affects learning motivation. Six initiatives created by the Ministry of Education and Culture must be implemented by schools in order to enhance the Independent Curriculum's implementation (Meita et al., 2024).

To create the materials needed for learning, the Vice President for Curriculum starts the planning phase

with all school stakeholders. beginning with educational resources, media, and the preparedness of educators to implement learning for a single academic year using the Independent Curriculum approach. During the implementation phase, students, teachers, and other education staff are also impacted by the independent curriculum. Positive and negative effects are the two categories into which the influence is also separated. Lack of knowledge among teachers, students, and even parents is an issue that makes it difficult to execute autonomous learning and impedes the process's objectives. In addition, the infrastructure needed to implement the independent curriculum is lacking (Miladiah et al., 2023).

It is evident from the findings of the study on how the Independent Curriculum's adoption affected the students' motivation and interest in Islamic Religious Education (PAI) courses at SDN 10 Lebong that this curriculum significantly improved student learning. Interviews with principals, PAI teachers, and students, as well as hands-on observations in the classroom, reveal that flexibility and a more student-centered approach have drastically increased interest and motivation in learning. Teachers feel more free to use creative teaching methods and interactive technologies, such as learning videos and digital applications, which successfully attract students' interest. In addition, the project-based learning approach and group activities make students more actively involved and enthusiastic in participating in lessons. Observations showed that students participated in discussions, asked questions, and worked together more often, which showed increased engagement and motivation. The principal also emphasized that this change makes learning more relevant and enjoyable for students. Overall, SDN 10 Lebong's implementation of the Independent Curriculum has been successful in fostering a vibrant and welcoming learning environment that boosts students' motivation and interest in studying PAI and motivates them to participate more actively and enthusiastically in the educational process. This study is consistent with studies carried out by (Fauzi, 2023) which claims that in order to improve student learning results, solutions that may address the various issues instructors.

#### D. Conclusion

The study's presentation leads to the following conclusions: First, SDN 10 Lebong's implementation of the independent curriculum has been successful in fostering a more vibrant and welcoming learning environment. This curriculum's flexibility enables educators to implement a range of cutting-edge teaching strategies, including project-based learning and the use of technology. Second, students' desire and interest in learning PAI courses have significantly increased since SDN 10 Lebong implemented the Independent Curriculum. The curriculum's flexibility enables educators to use more innovative and dynamic teaching strategies, which boosts students' interest and passion for learning.

#### E. Acknowledgments

In order to use efficient techniques to enhance the quality of PAI education and general learning at SDN 10 Lebong and other schools, it is intended that this research will provide a deeper understanding of the Independent Curriculum's implementation.

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